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ABSTRACT

The purpose of this survey was to gather baseline information about beliefs and attitudes of principals and teachers related to early childhood education, especially those beliefs and attitudes about issues related to the development of Kentucky's primary schools. Surveys were distributed to all elementary principals and teachers in the state's public schools. A total of 6,929 surveys were returned. Both principals and teachers responded to 21 questions concerning ungraded primary schools, learning activities, and primary education in general. Data concerning the answers to these questions is presented by respondent categories (teachers or principals) and geographic region (central, eastern, northern, and western). Three conclusions are drawn from the survey data: (1) principals and teachers support the use of developmentally appropriate educational practices; (2) they are optimistic about reforms and are willing to commit themselves to a positive course; and (3) there is a general consensus among educators about what is important in educating young children. (MDM)

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ED 362 314

KENTUCKY PRIMARY SCHOOL PROGRAM

Survey of Principals and Teachers 1991

The University of Louisville
School of Education
Center for the Collaborative
Advancement of the Teaching
Profession

Ric A. Hovda, Associate Director

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PS 021770

In the late spring of 1991, the Center for the Collaborative Advancement of the Teaching Profession at the University of Louisville School of Education conducted a statewide survey. The purpose of the survey was to gather baseline information about beliefs and attitudes of principals and teachers related to early childhood education, in particular issues related to the development of Kentucky's Primary Schools. Surveys were distributed to all elementary principals and teachers in Kentucky's public schools. A total of 6929 surveys were returned. The following information was derived from those surveys. Requests for further information and questions should be directed to Dr. Hovda or Abbie Karr at the University of Louisville (502-588-6411).

NOTE:

Total Number of Principals and Teachers in Kentucky

Elementary Principals	957
K-3 Teachers	7683

(Kindergarten	1368
1st Grade	2235
2nd Grade	2032
3rd Grade	2048)

Total Number of Principals and Teachers Responding to Survey

6929

Survey: Teachers and Principals in Kentucky
Total: 6929

SD = Strongly Disagree
D = Disagree
? = No Opinion
A = Agree
SA = Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	10.5%	10.7%	31.8%	30.2%	15.2%
2. Other primary teachers in my district support the change from graded to ungraded primary.	6.6%	15.6%	47.2%	21.7%	3.4%
3. My principal supports the change from graded to ungraded primary.	2.8%	4.9%	29.0%	34.8%	21.7%
4. Parents from my school support the ungraded primary concept.	6.7%	14.4%	55.2%	9.5%	2.7%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	1.1%	1.0%	3.7%	18.3%	74.5%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	9.3%	11.9%	33.6%	26.3%	16.7%
7. I have a clear vision about what the ungraded primary should be like.	22.5%	24.4%	31.5%	14.7%	5.4%
8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.	10.2%	11.4%	24.1%	35.4%	16.0%
9. I believe primary age children learn best through active exploration and interaction with other children, adults and materials.	1.0%	1.7%	10.4%	32.2%	50.6%
10. I believe primary children learn best from learning activities and materials that are concrete, real and relevant to children.	1.1%	1.6%	7.0%	30.6%	55.5%
11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.	22.4%	35.2%	24.9%	8.2%	4.0%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.6% 6.7% 18.6% 29.6% 37.8%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

31.9% 25.7% 20.1% 11.7% 5.5%

14. I believe primary children learn best through active involvement rather than independent seatwork.

1.4% 4.0% 19.0% 32.2% 38.6%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

11.3% 25.3% 39.1% 11.0% 7.6%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

14.3% 24.4% 28.8% 15.8% 11.4%

17. I believe I can be an effective teacher in an ungraded primary school program.

2.1% 2.9% 18.7% 40.8% 30.1%

18. I believe my school can develop an effective and successful ungraded primary program.

1.5% 2.9% 17.5% 40.4% 32.8%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.9% .5% 2.8% 16.1% 75.6%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

4.2% 6.2% 23.7% 33.6% 27.6%

21. I will commit myself to making the ungraded primary successful in my school.

1.0% .7% 7.1% 24.1% 61.8%

Survey: Teachers in Kentucky
Total: 6398

SD = Strongly Disagree
D = Disagree
? = No Opinion
A = Agree
SA = Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	10.8%	11.0%	32.5%	29.6%	14.4%
2. Other primary teachers in my district support the change from graded to ungraded primary.	6.9%	16.1%	47.5%	20.9%	3.1%
3. My principal supports the change from graded to ungraded primary.	2.7%	4.1%	28.5%	34.8%	22.8%
4. Parents from my school support the ungraded primary concept.	6.8%	14.0%	55.3%	9.3%	2.6%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	1.1%	1.0%	3.7%	18.3%	74.5%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	9.5%	12.3%	34.1%	25.9%	15.9%
7. I have a clear vision about what the ungraded primary should be like.	23.4%	24.8%	31.4%	13.9%	5.0%
8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.	9.5%	11.0%	24.3%	36.1%	16.2%
9. I believe primary age children learn best through active exploration and interaction with other children, adults and materials.	.9%	1.7%	10.6%	32.2%	50.2%
10. I believe primary children learn best from learning activities and materials that are concrete, real and relevant to children.	1.0%	1.5%	7.0%	30.6%	55.5%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

22.2% 34.9% 25.5% 8.1% 4.0%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.6% 6.4% 18.7% 29.8% 37.9%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

32.2% 25.2% 20.0% 11.6% 5.4%

14. I believe primary children learn best through active involvement rather than independent seatwork.

1.4% 4.1% 19.8% 32.5% 37.4%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

10.9% 24.7% 39.4% 11.3% 7.8%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

14.7% 25.0% 29.3% 15.2% 10.4%

17. I believe I can be an effective teacher in an ungraded primary school program.

2.2% 3.1% 19.6% 40.4% 29.4%

18. I believe my school can develop an effective and successful ungraded primary program.

1.5% 3.1% 18.4% 40.0% 31.9%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.9% .5% 2.8% 15.9% 75.6%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

4.4% 6.4% 24.4% 33.4% 26.7%

21. I will commit myself to making the ungraded primary successful in my school.

1.0% .7% 7.4% 24.5% 60.8%

Survey: Principals in Kentucky
Total: 517

SD = Strongly Disagree
D = Disagree
? = No Opinion
A = Agree
SA = Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	6.2%	6.4%	22.8%	37.1%	26.1%
2. Other primary teachers in my district support the change from graded to ungraded primary.	2.9%	10.3%	43.3%	30.8%	6.2%
3. My principal supports the change from graded to ungraded primary.	5.0%	14.7%	36.4%	34.6%	7.9%
4. Parents from my school support the ungraded primary concept.	6.0%	18.8%	54.9%	12.0%	3.3%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	1.2%	1.5%	3.3%	17.6%	75.6%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	6.4%	7.7%	26.7%	31.9%	26.1%
7. I have a clear vision about what the ungraded primary should be like.	12.0%	20.1%	33.5%	25.0%	9.3%
8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.	19.0%	16.4%	21.7%	27.5%	13.5%
9. I believe primary age children learn best through active exploration and interaction with other children, adults and materials.	2.3%	1.4%	7.2%	32.5%	56.1%
10. I believe primary children learn best from learning activities and materials that are concrete, real and relevant to children.	1.5%	2.5%	7.4%	30.8%	55.5%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

25.3% 38.3% 18.2% 10.1% 5.0%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.7% 11.4% 17.8% 30.4% 35.8%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

25.1% 31.5% 21.9% 12.8% 6.2%

14. I believe primary children learn best through active involvement rather than independent seatwork.

1.5% 3.3% 9.9% 29.8% 52.8%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

16.1% 32.7% 34.8% 7.4% 6.4%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

9.7% 17.2% 22.6% 23.2% 24.0%

17. I believe I can be an effective teacher in an ungraded primary school program.

1.0% 1.5% 8.9% 46.2% 39.7%

18. I believe my school can develop an effective and successful ungraded primary program.

1.0% .6% 7.0% 46.0% 43.3%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.6% .4% 1.7% 18.8% 76.6%

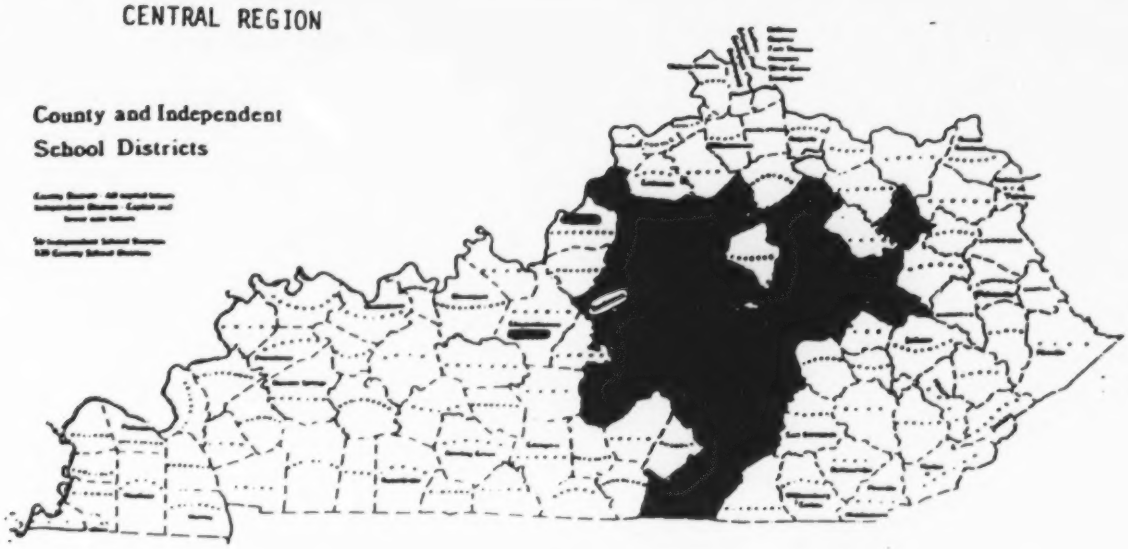
20. I am optimistic about the potential benefits of the ungraded primary school for young children.

2.3% 3.9% 15.5% 36.4% 39.7%

21. I will commit myself to making the ungraded primary successful in my school.

1.0% .2% 3.3% 19.1% 73.1%

CENTRAL REGION



SURVEY: Principals and Teachers-Central District
TOTAL SURVEYED: 811

SD-Strongly Disagree
D-Disagree
?-No Opinion
A-Agree
SA-Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	6.7%	7.6%	27.5%	37.2%	16.6%
2. Other primary teachers in my district support the change from graded to ungraded primary.	3.9%	12.0%	48.0%	27.3%	2.5%
3. My principal supports the change from a graded to an ungraded primary.	1.2%	2.5%	25.4%	37.6%	25.2%
4. Parents from my school support the ungraded primary concept.	4.6%	12.5%	59.4%	9.9%	1.5%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	.9%	.6%	3.0%	16.2%	76.0%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	6.9%	10.5%	25.9%	32.1%	20.0%
7. I have a clear vision about what the ungraded primary should be like.	18.2%	23.1%	32.6%	18.5%	3.6%

8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.

13.2% 14.4% 21.5% 33.9% 10.6%

9. I believe primary age children learn best through active exploration and interaction with other children, adults, and materials.

.6% 1.1% 8.6% 28.1% 56.2%

10. I believe primary children learn best from learning activities and materials that are concrete, real, and relevant to children.

.9% .9% 6.5% 26.8% 59.9%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

28.1% 35.4% 21.0% 7.0% 2.3%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.1% 6.4% 17.9% 32.2% 35.9%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

30.0% 27.0% 20.7% 10.7% 4.7%

14. I believe primary children learn best through active involvement rather than independent seatwork.

.7% 2.8% 17.3% 30.1% 43.0%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

14.1% 29.8% 34.8% 10.0% 5.2%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

13.1% 22.3% 29.7% 17.1% 11.8%

17. I believe I can be an effective teacher in an ungraded primary school program.

1.4% 2.2% 15.8% 43.3% 30.9%

18. I believe my school can develop an effective and successful ungraded primary program.

.6% 2.7% 13.8% 39.8% 37.1%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

1.0% .5% 2.5% 16.5% 74.2%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

3.1% 6.9% 18.6% 34.6% 30.9%

21. I will commit myself to making the ungraded primary successful in my school.

.7% .2% 4.8% 23.7% 64.0%

EASTERN REGION

SURVEY: Principals and Teachers-East District
TOTAL SURVEYED: 1856

SD-Strongly Disagree
D-Disagree
?-No Opinion
A-Agree
SA-Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	10.7%	10.2%	31.9%	30.1%	16.4%
2. Other primary teachers in my district support the change from graded to ungraded primary.	6.5%	14.4%	47.6%	22.1%	4.0%
3. My principal supports the change from a graded to an ungraded primary.	4.2%	6.5%	30.9%	32.2%	19.8%
4. Parents from my school support the ungraded primary concept.	8.3%	15.7%	51.8%	11.0%	3.6%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	1.4%	1.1%	3.8%	17.2%	75.8%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	9.1%	11.3%	33.9%	26.7%	17.9%
7. I have a clear vision about what the ungraded primary should be like.	20.2%	23.4%	35.3%	15.0%	5.3%

8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.

7.5% 7.7% 24.4% 36.6% 21.5%

9. I believe primary age children learn best through active exploration and interaction with other children, adults, and materials.

1.4% 2.4% 10.2% 33.1% 47.6%

10. I believe primary children learn best from learning activities and materials that are concrete, real, and relevant to children.

1.3% 1.8% 7.3% 31.5% 52.4%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

16.3% 30.4% 30.2% 10.1% 5.7%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.8% 5.8% 20.2% 29.3% 35.9%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

34.3% 23.7% 21.2% 9.5% 4.6%

14. I believe primary children learn best through active involvement rather than independent seatwork.

1.6% 4.3% 20.8% 29.9% 36.9%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

11.2% 22.0% 40.7% 9.8% 8.7%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

16.2% 22.8% 29.9% 13.7% 10.3%

17. I believe I can be an effective teacher in an ungraded primary school program.

2.5% 3.0% 19.7% 38.0% 30.1%

18. I believe my school can develop an effective and successful ungraded primary program.

1.5% 3.4% 17.3% 38.6% 33.1%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.9% .3% 2.4% 13.3% 77.6%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

3.4% 5.8% 23.7% 33.4% 27.8%

21. I will commit myself to making the ungraded primary successful in my school.

.9% .4% 7.1% 21.5% 63.7%

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NORTHERN REGION

County and Independent
School Districts

SURVEY: Principals-and Teachers-North District
TOTAL SURVEYED: 1187

SD-Strongly Disagree
D-Disagree
?-No Opinion
A-Agree
SA-Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	11.4%	11.6%	36.3%	25.9%	12.6%
2. Other primary teachers in my district support the change from graded to ungraded primary.	8.3%	17.7%	50.3%	14.8%	1.6%
3. My principal supports the change from a graded to an ungraded primary.	2.9%	6.0%	36.3%	32.3%	13.5%
4. Parents from my school support the ungraded primary concept.	7.2%	15.9%	56.9%	6.6%	.6%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	.7%	.6%	3.5%	20.4%	72.8%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	10.1%	13.1%	34.6%	25.8%	12.9%
7. I have a clear vision about what the ungraded primary should be like.	28.0%	25.9%	28.6%	11.8%	3.6%

8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.

9.4%	12.2%	26.8%	36.5%	12.1%

9. I believe primary age children learn best through active exploration and interaction with other children, adults, and materials.

.5%	1.3%	11.7%	30.1%	52.2%

10. I believe primary children learn best from learning activities and materials that are concrete, real, and relevant to children.

.4%	.8%	6.7%	31.1%	56.6%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

23.9%	35.9%	26.5%	5.8%	2.9%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

1.9%	4.8%	13.9%	30.5%	44.5%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

38.1%	25.1%	18.9%	9.7%	2.9%

14. I believe primary children learn best through active involvement rather than independent seatwork.

.9%	2.9%	18.4%	33.6%	39.6%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

10.1%	23.8%	42.0%	11.4%	6.6%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

14.7%	25.6%	28.0%	16.4%	10.2%

17. I believe I can be an effective teacher in an ungraded primary school program.

2.0%	2.5%	23.5%	40.9%	25.4%

18. I believe my school can develop an effective and successful ungraded primary program.

1.3%	3.0%	25.2%	41.6%	23.6%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.8%	.2%	3.0%	19.4%	72.5%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

5.1%	7.0%	25.9%	34.8%	22.2%

21. I will commit myself to making the ungraded primary successful in my school.

.9%	.9%	9.2%	27.6%	55.5%

WESTERN REGION

SURVEY: Principals and Teachers-West District
TOTAL SURVEYED: 1604

SD-Strongly Disagree
D-Disagree
?-No Opinion
A-Agree
SA-Strongly Agree

	SD	D	?	A	SA
1. I support the change from a graded to an ungraded primary.	8.8%	10.0%	32.5%	32.9%	15.0%
2. Other primary teachers in my district support the change from graded to ungraded primary.	5.2%	14.3%	47.8%	25.3%	3.3%
3. My principal supports the change from a graded to an ungraded primary.	1.7%	4.4%	27.8%	38.7%	22.9%
4. Parents from my school support the ungraded primary concept.	5.4%	13.3%	60.6%	8.6%	1.8%
5. I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.	.6%	.7%	3.2%	19.5%	75.3%
6. I believe an ungraded primary will be a more successful learning environment for children than the graded classroom.	7.4%	12.0%	36.0%	27.6%	15.5%
7. I have a clear vision about what the ungraded primary should be like.	22.2%	27.4%	31.2%	14.1%	4.4%
8. I believe the ungraded primary is intended to ability group children at the level that is most appropriate.	8.8%	11.2%	23.8%	39.8%	14.8%

9. I believe primary age children learn best through active exploration and interaction with other children, adults, and materials.

.9% 1.5% 11.4% 36.5% 47.0%

10. I believe primary children learn best from learning activities and materials that are concrete, real, and relevant to children.

.7% 2.0% 7.7% 33.0% 54.0%

11. I believe primary children learn better by studying each subject separately rather than through integrated thematic units.

18.0% 39.8% 26.6% 8.9% 3.3%

12. I am very concerned about children's transition from an ungraded primary to the 4th grade.

2.2% 8.7% 19.4% 30.4% 36.5%

13. I believe I have enough resources available to me to change from a graded to an ungraded primary.

28.4% 28.9% 19.0% 14.3% 5.9%

14. I believe primary children learn best through active involvement rather than independent seatwork.

1.4% 4.1% 21.3% 36.5% 33.7%

15. I believe the current graded system can better handle the diverse needs of children than an ungraded system can.

9.5% 28.7% 39.5% 11.8% 6.1%

16. I believe the practice of retaining children in the primary grades is detrimental in the long run.

15.5% 27.9% 28.6% 15.1% 9.5%

17. I believe I can be an effective teacher in an ungraded primary school program.

1.4% 2.9% 16.1% 45.4% 31.0%

18. I believe my school can develop an effective and successful ungraded primary program.

1.4% 2.4% 15.2% 43.8% 34.3%

19. I believe the primary years are the most critical ones for developing a strong self-concept.

.6% .6% 2.4% 18.0% 76.0%

20. I am optimistic about the potential benefits of the ungraded primary school for young children.

2.9% 5.4% 25.2% 35.8% 27.8%

21. I will commit myself to making the ungraded primary successful in my school.

1.3% .8% 6.1% 25.0% 63.5%

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SURVEY: THE KENTUCKY PRIMARY SCHOOL PROGRAM

Several important observations can be made from the data from the survey:

(1) There is a strong connection between the concepts that define the Primary School program and what educators in Kentucky already believe about educating young children. One critical attribute of Kentucky's Primary School program is the use of <u>developmentally appropriate educational practices.</u> These include:

Integrated curriculum	58% of principals and teachers in Kentucky believe that children learn better through integrated units rather than subjects that are taught separately and 25% are open to the idea of integrated curriculum
Active child involvement and interactive/flexible groupings and re-groupings	71% of educators believe that primary children learn best through active involvement rather than independent seatwork
Use of manipulatives and multi-sensory activities	86% of those surveyed believe that children learn best from activities and materials that are concrete, real, and relevant to children
Balance of teacher-directed and child-initiated activities and Varied instructional strategies and approaches such as cooperative learning, peer coaching, projects, learning centers, whole language...	82% believe that primary age learn best through active exploration and interaction with other children, adults, and materials

(2) Kentucky educators are optimistic about reforms and are willing to commit themselves to a positive course.

63% of principals surveyed support the change from graded to ungraded primary and 29% are open to the idea
44% of primary teachers surveyed support the change and 35% are open to the idea

92.2% of principals surveyed committed themselves to making the ungraded primary successful in their schools
85.5% of teachers surveyed committed themselves...

71% of teachers surveyed believe that they can be effective teachers in an ungraded primary school program and 73% think that their school can develop an effective and successful program

61% of teachers and principals are optimistic about potential benefits of the ungraded primary school program for young children and 23% are open to the possibilities

(3) There is a general concensus among educators in Kentucky about what is important in educating young children. A majority of primary teachers and principals agree that:

*the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive

*primary age children learn best from learning activities and materials that are concrete, real, and relevant to children

*primary age children learn best through active exploration and interaction with other children, adults, and materials

*primary children learn better through integrated thematic units than by studying subjects separately

*primary children learn best through active involvement rather than independent seatwork

*the primary years are the most critical ones for developing a strong self-concept

COMMON CONCERNS OF KENTUCKY EDUCATORS

Professional Development

"I am concerned about the lack of teacher training and the lack of planning time with other staff members."

"We need a great deal of training and planning time before starting the program. It will be a success if teachers feel informed and prepared."

"I would like the opportunity to observe an ungraded primary and talk to those teachers involved."

"My greatest concern is that such an important change as primary school was thrust upon educators who most likely embrace the concept but feel terribly unqualified and untrained to make this most important change."

Materials

"...having access to enough appropriate materials and manipulatives."

"This cannot be implemented successfully without adequate resources--aides, furniture, facilities, materials, books."

Evaluation

"I am concerned about appropriate assessment for primary schools."

"...changes in evaluation of teachers as well as students."

"...What will we assess and how? How will we be consistent and fair? How will parents respond to new types of evaluation."

Transition to the 4th grade

"There needs to be a district-wide list of skills for all children to exit the ungraded primary and to enter the 4th grade."

"Will teacher/parent expectations at the 4th grade level match experiences and skills of the children coming out of primary schools?"

Support from parents

"We need parent meetings periodically to keep them informed and prevent unnecessary worry and criticism."

"...communicating the Primary School concept to parents."

Compensation

"An enormous amount of additional (and unpaid) time will be required to put together a good, cohesive program."

"Teachers and staff need non-school time with compensation to plan for this change."

ADDITIONAL COMMENTS

"I look forward to working and collaborating with other teachers to meet the children's needs and to trying a new way.."

"We have experienced a very successful year as an ungraded primary team. Our beliefs are firmly rooted in the program."

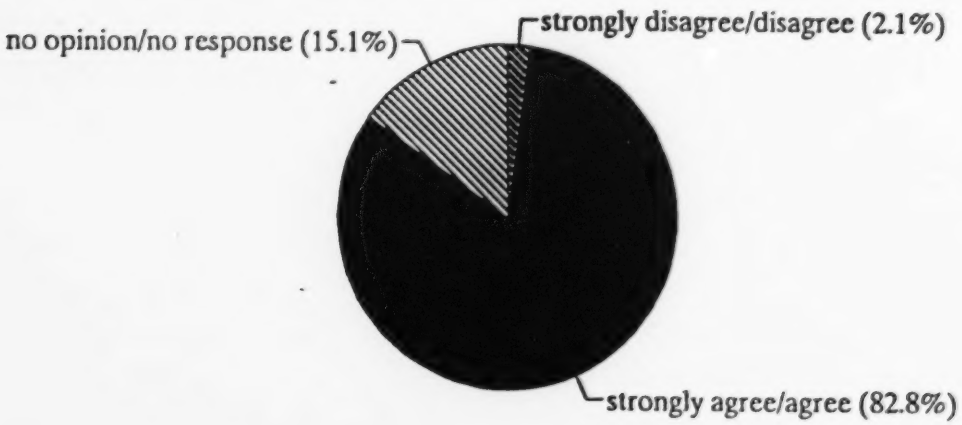
"Our primary multi-age team works very well to insure success for all students of all abilities. We're moving forward."

"I'm excited about the horizon for classroom environments becoming positive places of learning."

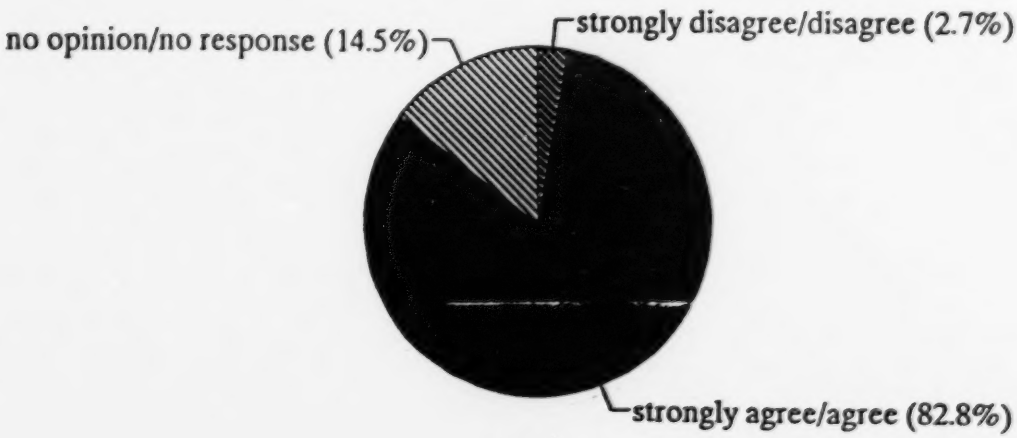
Kentucky Primary School Program
Teachers and Principals in Kentucky

I believe ...

... the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.



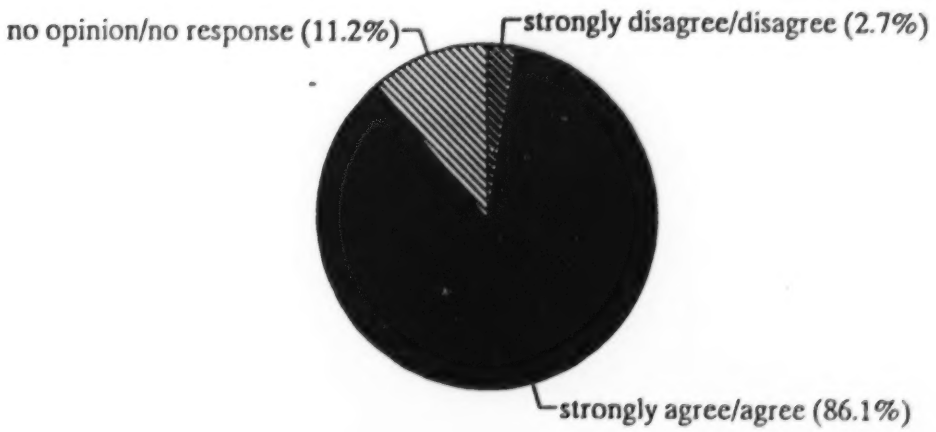
... primary age children learn best through active exploration and interaction with other children, adult, and materials.



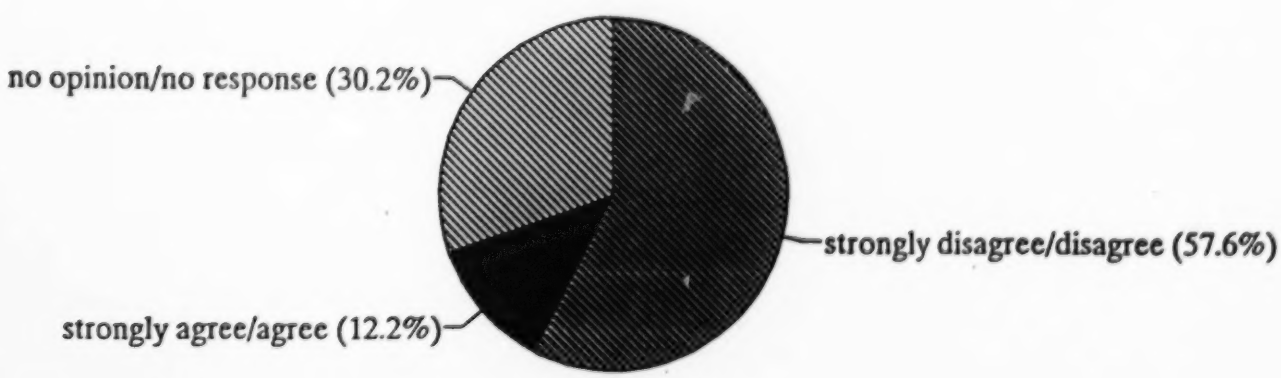
Kentucky Primary School Program
Teachers and Principals in Kentucky

I believe ...

... primary children learn best from learning activities and materials that are concrete, real, and relevant.



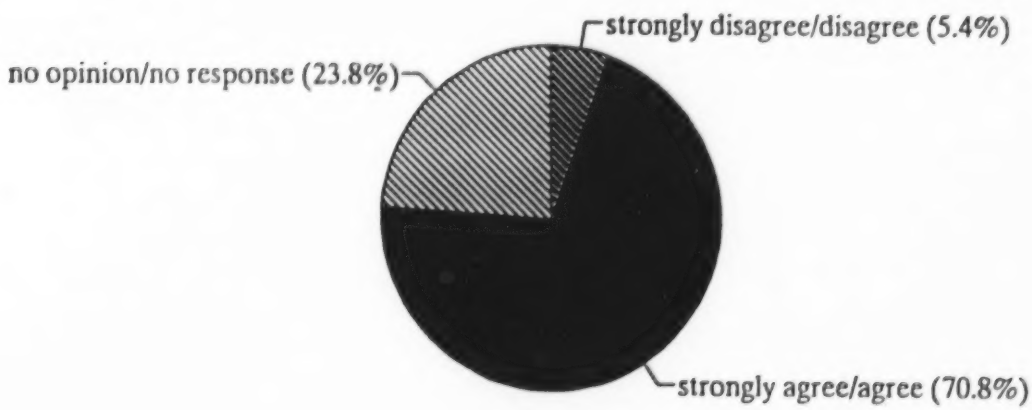
... primary children learn better by studying each subject separately rather than through integrated thematic units.



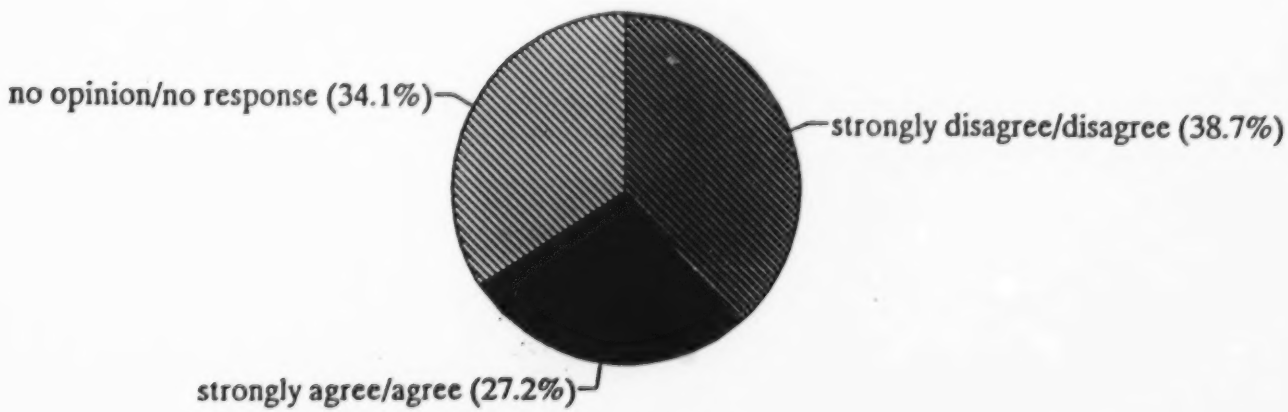
Kentucky Primary School Program
Teachers and Principals in Kentucky

I believe ...

... primary children learn best through active involvement rather than independent seatwork.

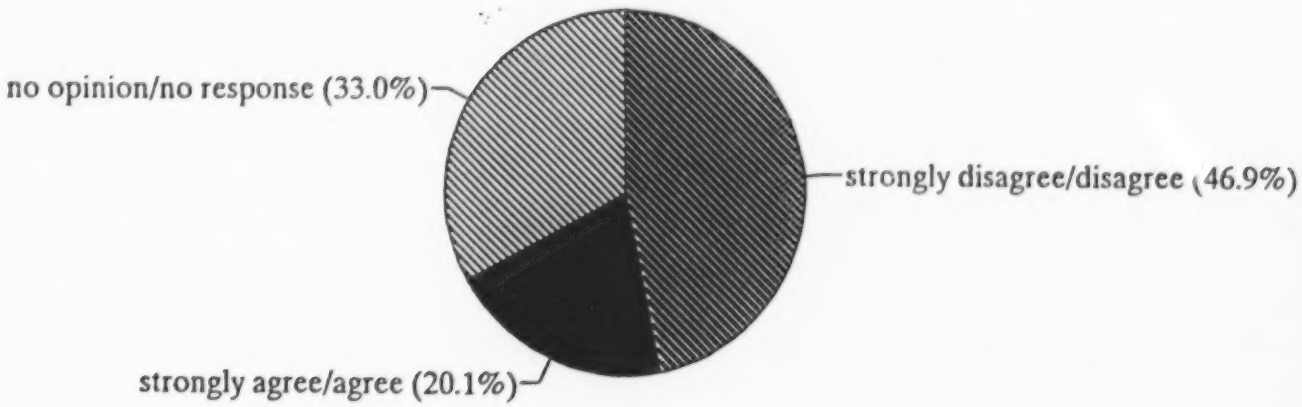


... the practice of retaining children in the primary grades is detrimental in the long run.



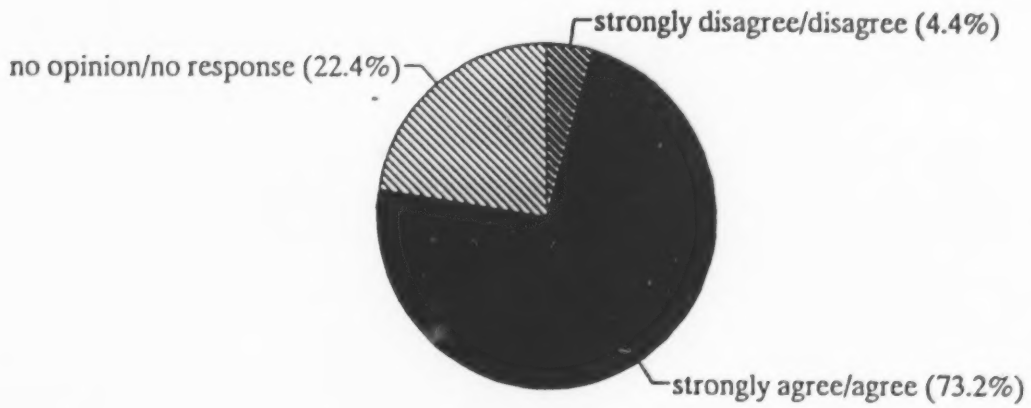
Kentucky Primary School Program
Teachers and Principals in Kentucky

I have a clear vision about what the ungraded primary should be like.

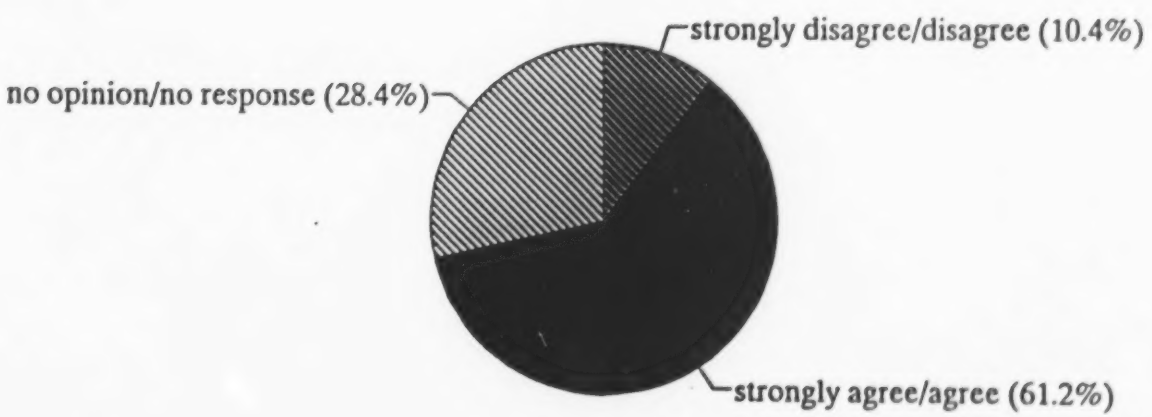


Kentucky Primary School Program
Teachers and Principals in Kentucky

I believe my school can develop an effective and successful ungraded primary program.

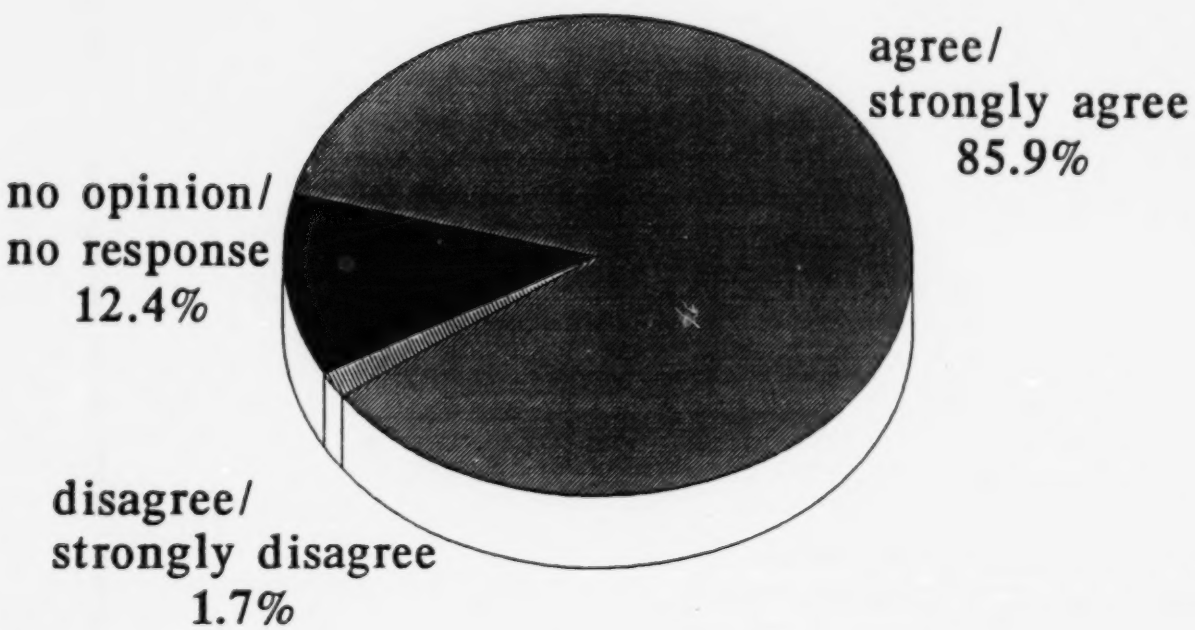


I am optimistic about potential benefits of the ungraded primary school for young children.



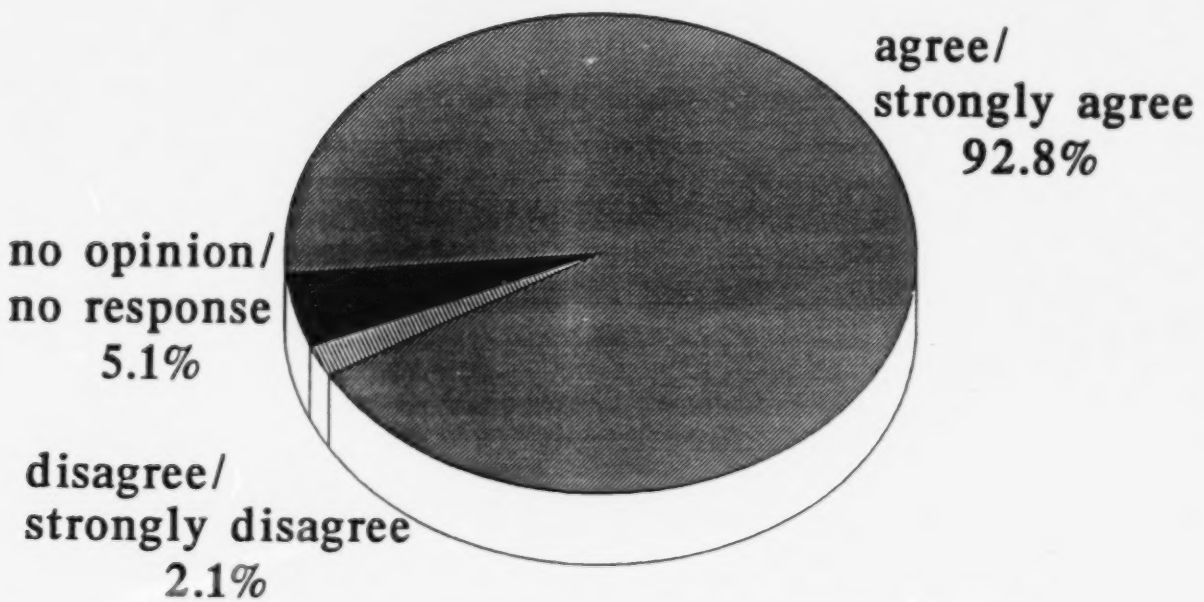
Kentucky Primary School Program
Teachers and Principals in Kentucky

I will commit myself to making the ungraded primary successful in my school.



Kentucky Primary School Program
Teachers and Principals in Kentucky

I believe the primary curriculum should provide for all areas of a child's development: physical, emotional, social, and cognitive.



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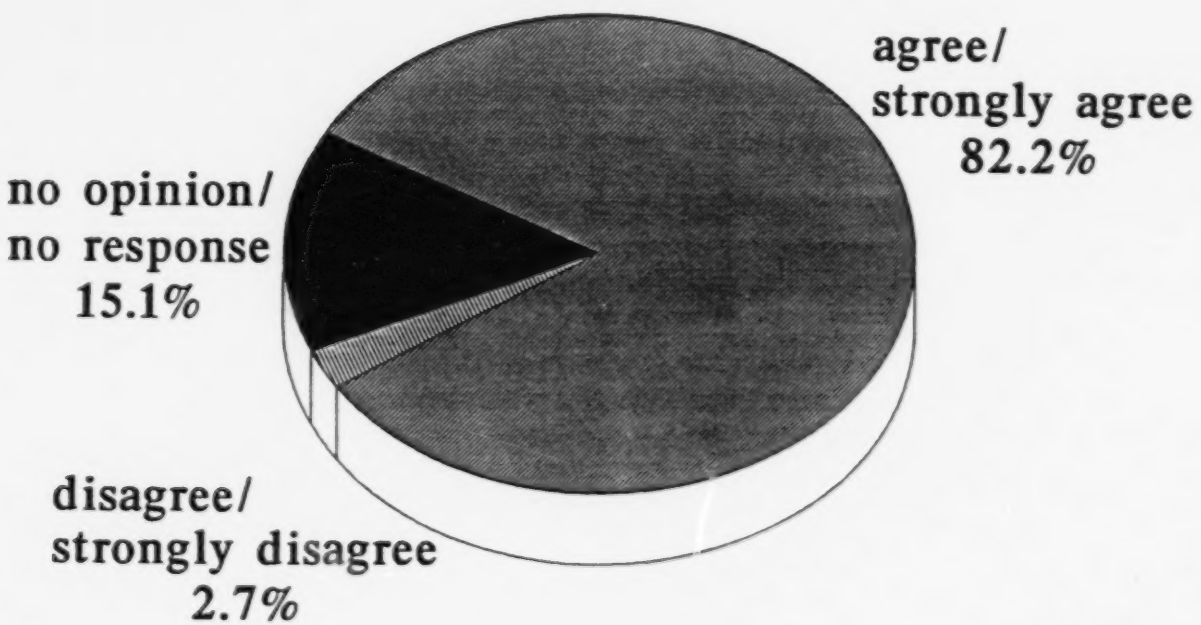

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